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ABSTRACT

A study evaluated the Early Literacy program that served 2,332 underachieving pupils in grades 1 (1,842) and 2 (490) in the Columbus, Ohio, public schools. These students appeared unlikely to learn to read successfully without additional reading instruction. The program featured small group instruction each day for 40-45 minutes on reading and writing activities. A major part of the evaluation effort was accomplished through the administration of the Metropolitan Achievement Tests. Results indicated that: (1) 77.3% of a treatment group of 1,521 pupils displayed over time each of 3 strategic processing behaviors (constructing meaning, monitoring reading, and integrating sources of information; (2) of the 1,479 treatment group pupils with available retention data, 1,376 (93%) were promoted; (3) 755 (65.1%) grade 1 pupils read 5 or more books at level 8 or above and 208 (86.3%) grade 2 pupils independently read at least 10 books; (4) 204 (77.6%) pupils of 263 grade 2 students had normal curve equivalent (NCE) gains of 2.0 or more in Total Reading, with discontinued pupils having an average gain of 8.34 NCEs and not discontinued pupils showing greater improvement than did not discontinued pupils; and (5) 2,014 different parents or guardians were involved in the program, and 4,249 contacts were made by these individuals. Findings suggest continuation of the program with consideration given to 6 areas of concern. (Contains 15 figures of data.) (RS)

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ED 386 698

Elementary and Secondary Education Act - Chapter 1/ Disadvantaged Pupil Program Fund

FINAL EVALUATION REPORT 1994-95

EARLY LITERACY READING PROGRAM

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Elementary and Secondary Education Act - Chapter 1/
Disadvantaged Pupil Program Fund

FINAL EVALUATION REPORT
EARLY LITERACY READING PROGRAM
1994-95

Executive Summary

Program Description: The Early Literacy program served 2332 pupils in grades 1 (1842) and 2 (490). Funding for the program was provided through a combination of sources: Elementary and Secondary Education (ESEA) - Chapter 1, Disadvantaged Pupil Program Fund (DPPF), and Columbus Public Schools' general fund monies.

The purpose of the Early Literacy program was to provide early intervention to underachieving first- and second-grade pupils who appeared unlikely to learn to read successfully without additional reading instruction. The program featured small group instruction for first- or second-grade pupils for 40-45 minutes daily.

During 1994-95, 76 teachers (35.2 FTEs - Full Time Equivalents) served pupils in 56 schools.

Time Interval: For evaluation purposes, the program started on September 22, 1994. For evaluation based on standardized test data (needed for federal and state guidelines), the time interval ended March 31, 1995. This provided a maximum of 120 days of instruction for grade 2. An additional 19 days (through May 5, 1995) were included in the time interval for evaluating Desired Outcomes not based on standardized test data. Each Desired Outcome had a pupil attendance criterion of attending 50 percent of scheduled program days for inclusion in the evaluation sample or treatment group.

Activities: The Early Literacy program teacher and each group of pupils worked together each day on reading and writing activities. The lessons included reading to the pupils, guided reading of charts and stories, shared reading/writing activities, independent reading/writing activities, and activities designed to help pupils attend more closely to print. The lessons were tailored to build on what the pupils already knew while strengthening a self improvement system which would lead to continued growth.

Desired Outcomes: Three desired outcomes were established for the Early Literacy program. First, at least 50 percent of the pupils who attended the program at least 50 percent of the treatment period or who were discontinued would display over time three strategic processing behaviors - constructs meaning, monitors reading, and integrates sources of information. Second, at least 75 percent of the pupils who attended the program at least 50 percent of the treatment period or who were discontinued would be promoted to the next grade level. Third, at least 50 percent of the grade 1 pupils who attended the program at least 50 percent of the treatment period or who were discontinued would read at least five books at text reading level 8 or above; and at least 50 percent of the grade 2 pupils who attended the program at least 50 percent of the treatment period and who were not discontinued would independently read at least 10 books.

Evaluation Design: In addition to the three desired outcomes, federal guidelines also required that aggregate test data be reported for pupils in grades 2 and above for individual buildings for Total Reading and Reading Comprehension (aggregate for building must be greater than or equal to 2.0 NCEs). Although not part of the evaluation design, parent involvement information was also collected by program teachers.

A major part of the evaluation effort was to be accomplished through the administration of the Metropolitan Achievement Tests, (MAT7, 1992). Administered on a spring-spring test cycle, the test series served as the pretest and posttest for grade 2 pupils. The spring administration to grade 1 pupils served as the pretest for grade 2. Analyses of the standardized test data included average NCE scores and pretest-posttest NCE gains for grade 2. Another major part of the evaluation effort was to be accomplished through the collection of data, using locally constructed instruments, on pupil reading processing behaviors and pupil independent

reading. Locally constructed instruments were also used to collect enrollment/attendance and parent involvement data. District computer files were used for retention data.

Major Findings: The information collected at the end of the year (on Pupil Data Sheets) indicated the program served 2332 pupils for an average of 3.8 hours of instruction per week. The average daily membership in the program was 1388.9 pupils. The average days of enrollment (days scheduled) per pupil was 82.8 days and the average days of attendance (days served) per pupil was 72.3 days.

The 2332 pupils served were classified as either discontinued (479), not discontinued but attended the program 50 percent of the treatment period (1042), or other pupils served (811). By grade level, 359 grade 1 pupils were discontinued and 120 grade 2 pupils were discontinued.

Desired Outcome 1 stated that at least 50 percent of the pupils in the treatment group (those who met the attendance criterion or were discontinued and were English-speaking) would display evidence of each strategic processing behavior at least once during the treatment period when reading appropriate instructional text to the satisfaction of the program teacher. This outcome was achieved. Of the 1521 pupils (1160 grade 1 and 361 grade 2) in the treatment group, 1176 pupils (77.3%) met the criterion, including 869 (74.9%) grade 1 pupils and 307 (85.0%) grade 2 pupils.

Desired Outcome 2 stated that at least 75 percent of pupils meeting the treatment group attendance criterion would be promoted to the next grade level. This desired outcome was met at both grades 1 and 2. Of the 1521 treatment group pupils, retention data was available for 1479 pupils. Of the 1127 grade 1 pupils in this treatment group, 92.8% (1046 pupils) were promoted to grade 2 and of the 352 grade 2 pupils in this treatment group, 93.8% (330 pupils) were promoted to grade 3. Combining the two grades, 93.0% (1376 pupils) of the 1479 treatment group pupils were promoted to the next grade level.

Desired Outcome 3 stated that at least 50 percent of grade 1 treatment group pupils would read at least five books at or above text reading level 8 as certified by the program teacher and that at least 50 percent of grade 2 treatment group pupils, who were not discontinued, would independently read a minimum of ten books selected by the program teacher. This desired outcome was met at both grade levels. Of the 1160 grade 1 pupils in the treatment group, 755 (65.1%) read at least 5 books at text reading level 8 or above and of the 241 grade 2 pupils in the treatment group, 208 (86.3%) read a minimum of 10 books. Combined, 68.7% (963 pupils) of the 1401 treatment group pupils read the appropriate number of books.

NCE scores for Total Reading for the 263 grade 2 evaluation sample pupils (88 discontinued and 175 not discontinued) indicated that 204 pupils (77.6%) had an NCE gain of 2.0 or more. Discontinued pupils showed greater improvement than did not discontinued pupils, with 80.7% (71) gaining more than 2.0 NCEs, compared to 76.0% (133) for not discontinued pupils. NCE scores for Reading Comprehension for the 277 grade 2 evaluation sample pupils (88 discontinued and 189 not discontinued) showed that 226 pupils (81.6%) had an NCE gain of 2.0 or more. Discontinued pupils showed greater improvement than did not discontinued pupils, with 83.0% (73) gaining more than 2.0 NCEs, compared to 81.0% (153) for not discontinued pupils.

Standardized testing also indicated that the average Normal Curve Equivalent (NCE) change in Total Reading for grade 2 pupils (263) was 10.39 NCEs, with discontinued pupils (88) having an average gain of 11.60 NCEs and not discontinued pupils (175) having an average gain of 9.79 NCEs. In Reading Comprehension, grade 2 pupils (277) had an average NCE gain of 15.97 NCEs, with discontinued pupils (88) gaining 19.87 NCEs and not discontinued pupils (189) having a gain of 14.15 NCEs.

Parent involvement information showed that 2014 different parents or guardians were involved in the program and that 4249 contacts were made by these individuals. The 1521 treatment group pupils (65.2% of all pupils served) represented 75.1% (1512) of the total number of different parents or guardians involved in the program and 77.9% (3311) of the total contacts made.

Recommendations

The following recommendations are made to strengthen the 1995-96 Title I Early Literacy program:

1. In grade 2, the textbooks that teachers use with pupils need to be leveled for difficulty. Leveling of textbooks would provide teachers with a guideline that they could use when considering the discontinuance of service to a pupil. Leveling of textbooks would insure that a consistent standard was being used with all pupils.

2. The process by which pupils are discontinued from the program needs to be re-examined. Pupils are to be discontinued from the program when they reach the average reading ability of their classroom. Often times program teachers keep pupils in the program too long after they have reached the average level of ability for their classroom. If pupils are kept too long in the program, other pupils may be denied service.

3. As increased parent involvement is regarded as one of the indicators of effective schools, every effort must be undertaken to promote parental involvement in the program, especially in the areas of planning, operation, and evaluation.

4. The whole language instructional strategies and techniques used by program teachers need to be shared with and enhanced by the regular classroom teacher. The instruction provided by the program teacher and by the regular classroom teacher must complement each other. The academic achievement of pupils will suffer if they receive mixed messages in their reading and writing instruction. Opportunities must be made available for program teachers and regular classroom teachers to develop a consistent whole language based approach to instruction.

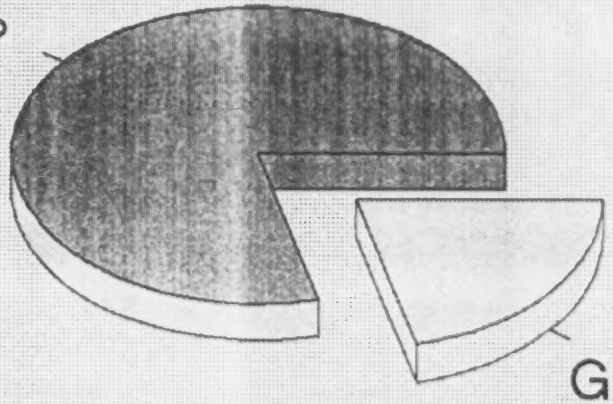
5. An on-going process of site visitations by the program evaluator needs to be continued. These visits provide invaluable information for the program evaluator in the areas of content and instruction and provide program teachers the opportunity to clarify questions they may have about evaluation requirements and record keeping. These visitations also help build a rapport between the program teacher and program evaluator.

6. Inservice meetings should be continued to provide program teachers the opportunity to enhance their instructional intervention skills, to share instructional ideas with one another, and to clarify any concerns or misconceptions they may have about the total Early Literacy program.

EARLY LITERACY PROGRAM 1994-95

ALL PUPILS SERVED BY GRADE LEVEL

GRADE ONE PUPILS
N=1842 79.0%



GRADE TWO PUPILS
N=490 21.0%

TOTAL PUPILS SERVED (N=2332)

FIGURE 1

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Grade one pupils were served in 55 schools and grade two pupils in 20 schools.

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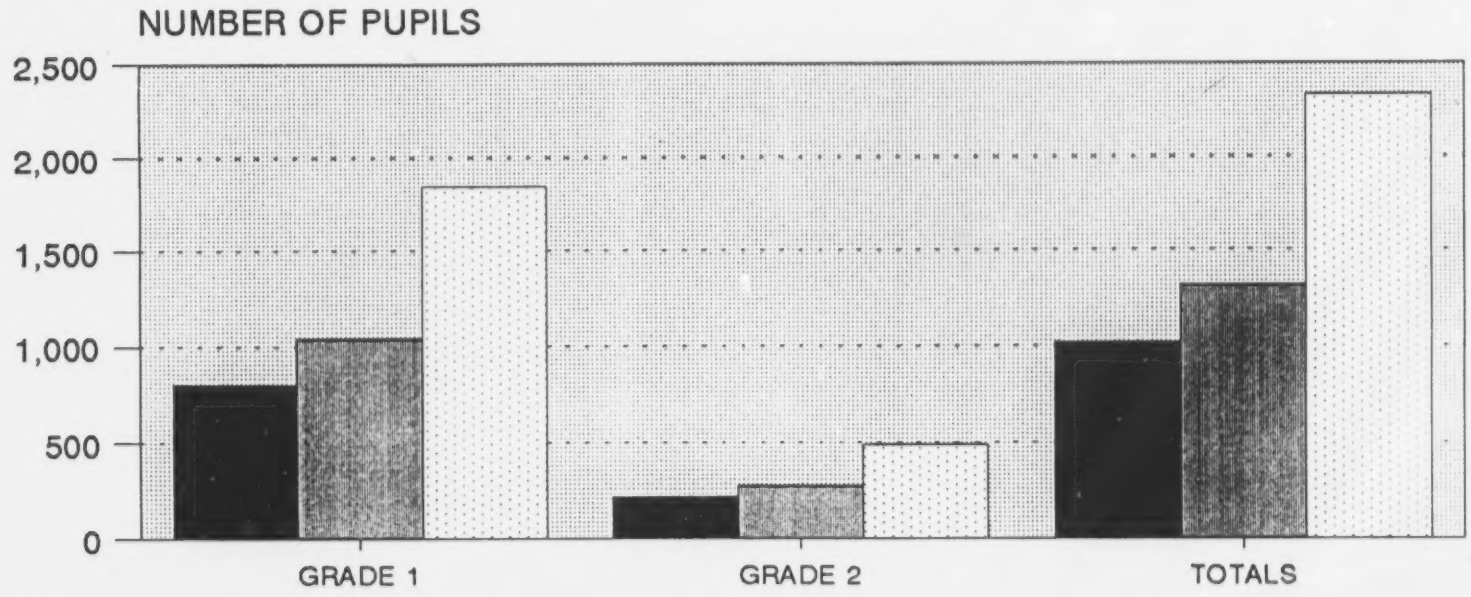
EARLY LITERACY PROGRAM 1994-95

FREQUENCIES OF ALL PUPILS SERVED BY GRADE LEVEL AND GENDER

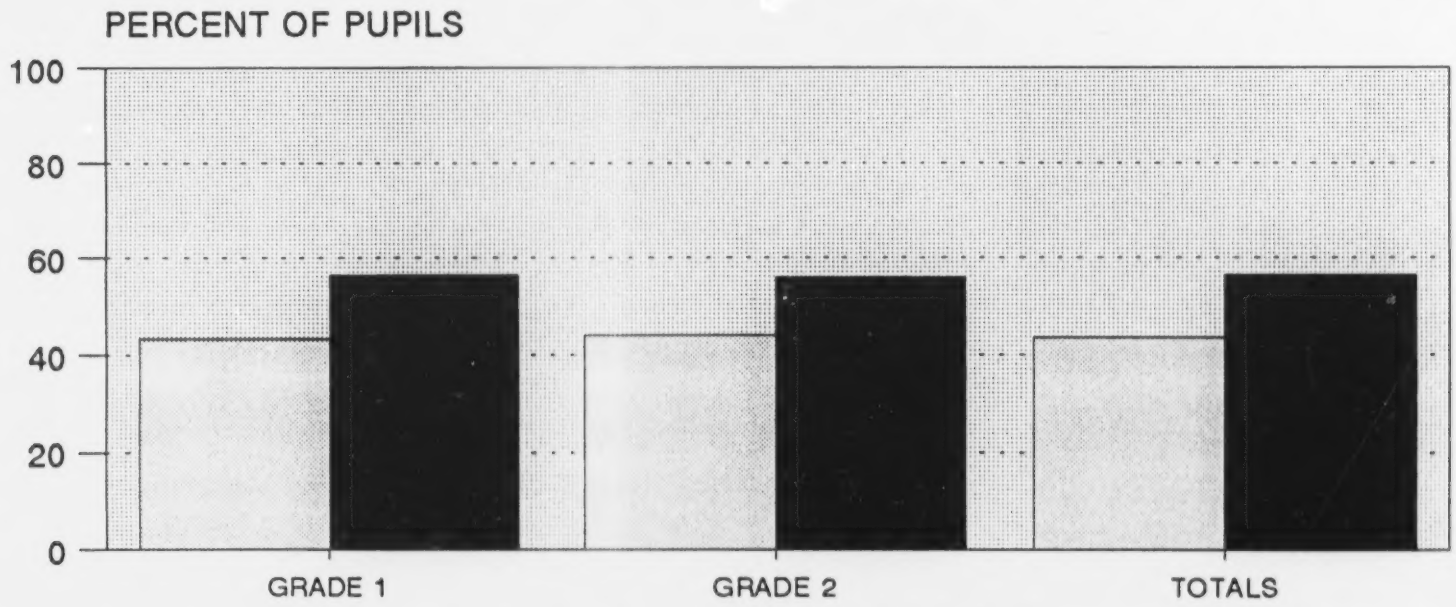


	GRADE 1	GRADE 2	TOTALS
FEMALES	801	216	1,017
% FEMALES	43.5	44.1	43.6
MALES	1,041	274	1,315
% MALES	56.5	55.9	56.4
TOTALS	1,842	490	2,332

FIGURE 2

EARLY LITERACY PROGRAM 1994-95

PERCENTS OF ALL PUPILS SERVED BY GRADE LEVEL AND GENDER



	GRADE 1	GRADE 2	TOTALS
FEMALES	801	216	1,017
% FEMALES □	43.5	44.1	43.6
MALES	1,041	274	1,315
% MALES ■	56.5	55.9	56.4
TOTALS	1,842	490	2,332

FIGURE 3

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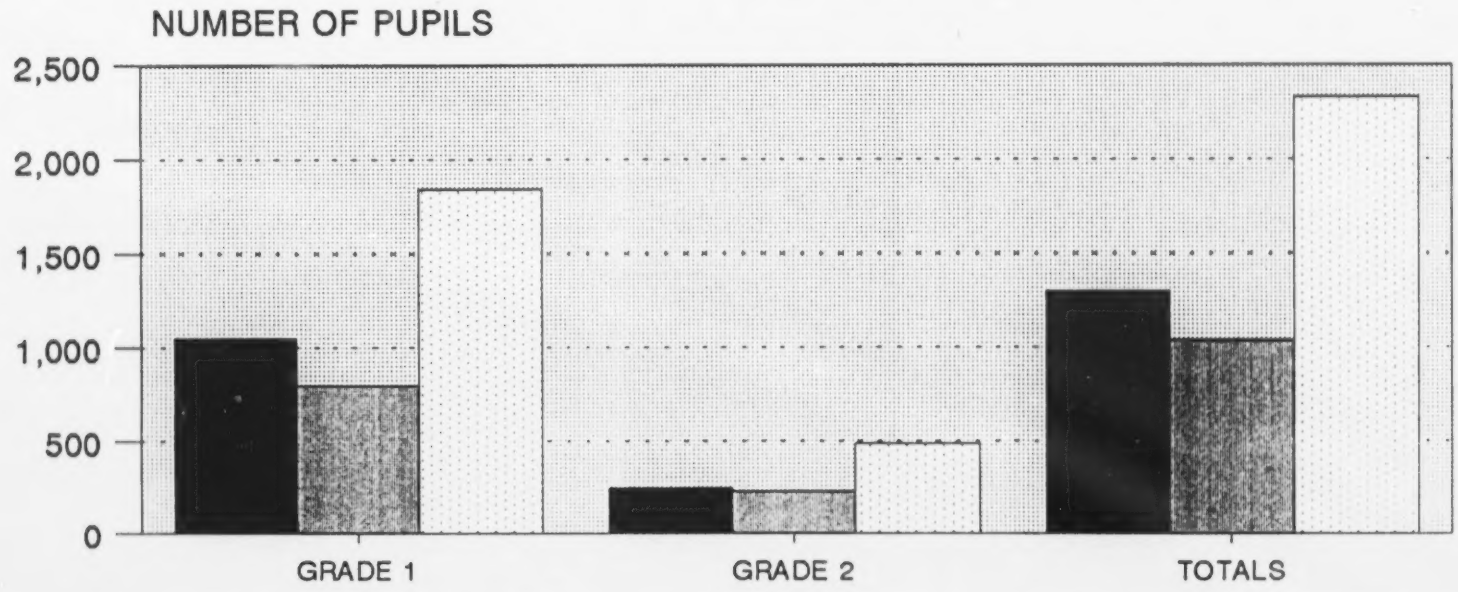
EARLY LITERACY PROGRAM 1994-95

FREQUENCIES OF ALL PUPILS SERVED BY GRADE LEVEL AND RACE



	GRADE 1	GRADE 2	TOTALS
BLACK	1,045	255	1,300
% BLACK	56.7	52	55.7
NONBLACK	797	235	1,032
% NONBLACK	43.3	48	44.3
TOTALS	1,842	490	2,332

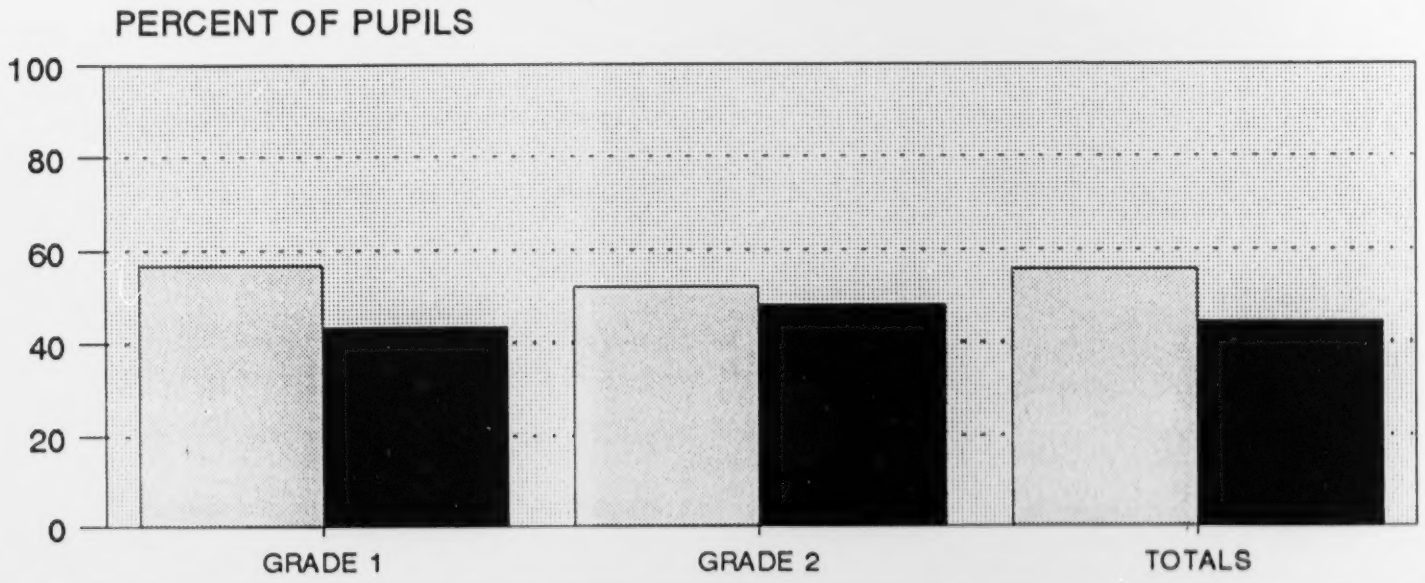
FIGURE 4

Nonblack includes Asian, Hispanic, Native American and White pupils.

elracefr

EARLY LITERACY PROGRAM 1994-95

PERCENTS OF ALL PUPILS SERVED BY GRADE LEVEL AND RACE



	GRADE 1	GRADE 2	TOTALS
BLACK	1,045	255	1,300
% BLACK	56.7	52	55.7
NONBLACK	797	235	1,032
% NONBLACK	43.3	48	44.3
TOTALS	1,842	490	2,332

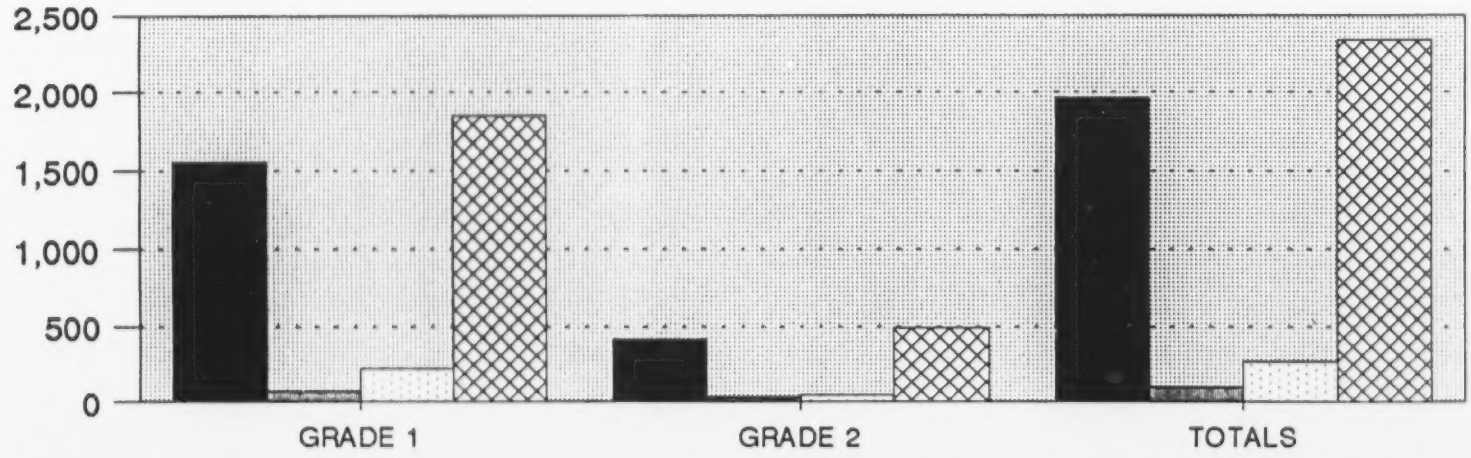
FIGURE 5

Nonblack includes Asian, Hispanic, Native American and White pupils.

elracepr

EARLY LITERACY PROGRAM 1994-95

FREQUENCIES OF ALL PUPILS SERVED BY GRADE LEVEL AND FREE OR REDUCED PRICE LUNCH STATUS



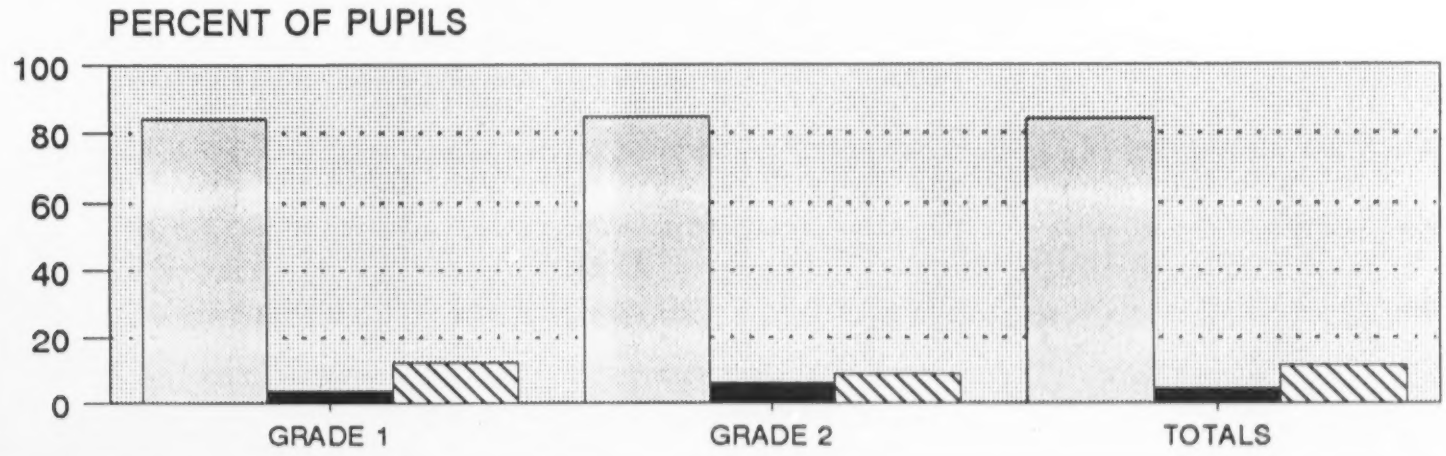
	GRADE 1	GRADE 2	TOTALS
FREE	1,549	415	1,964
% FREE	84.1	84.7	84.2
REDUCED	68	31	99
% REDUCED	3.7	6.3	4.3
PAYING	225	44	269
% PAYING	12.2	9	11.5
TOTALS	1,842	490	2,332

FIGURE 6

elluncfr

EARLY LITERACY PROGRAM 1994-95

PERCENTS OF ALL PUPILS SERVED BY GRADE LEVEL AND FREE OR REDUCED PRICE LUNCH STATUS

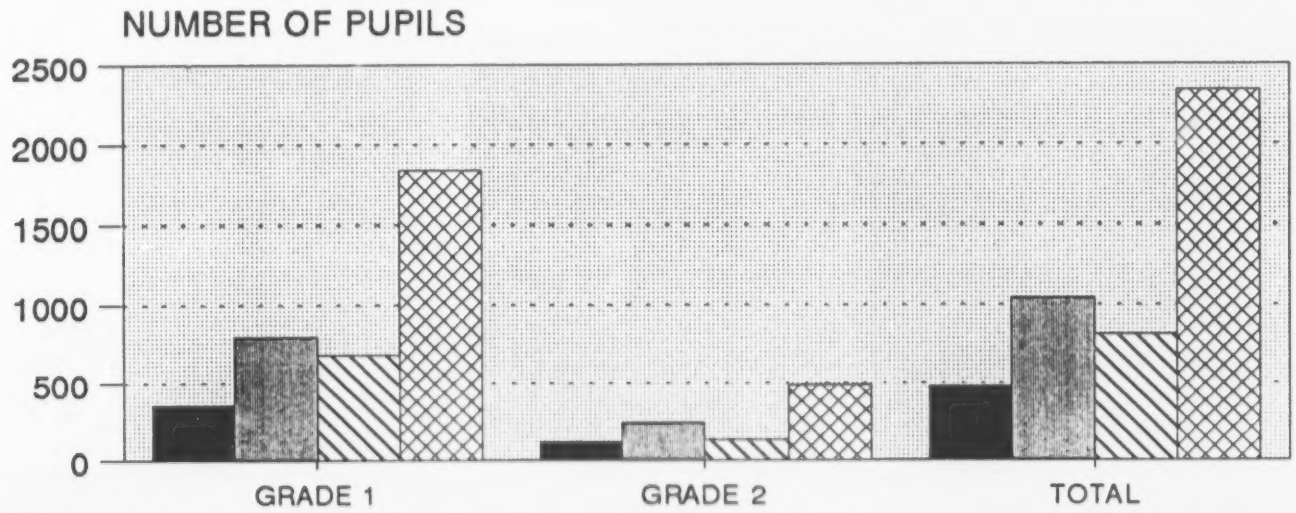


	GRADE 1	GRADE 2	TOTALS
FREE	1,549	415	1,964
% FREE	84.1	84.7	84.2
REDUCED	68	31	99
% REDUCED	3.7	6.3	4.3
PAYING	225	44	269
% PAYING	12.2	9	11.5
TOTALS	1,842	490	2,332

FIGURE 7

EARLY LITERACY PROGRAM 1994-95

FREQUENCIES OF ALL PUPILS SERVED BY DISCONTINUED STATUS



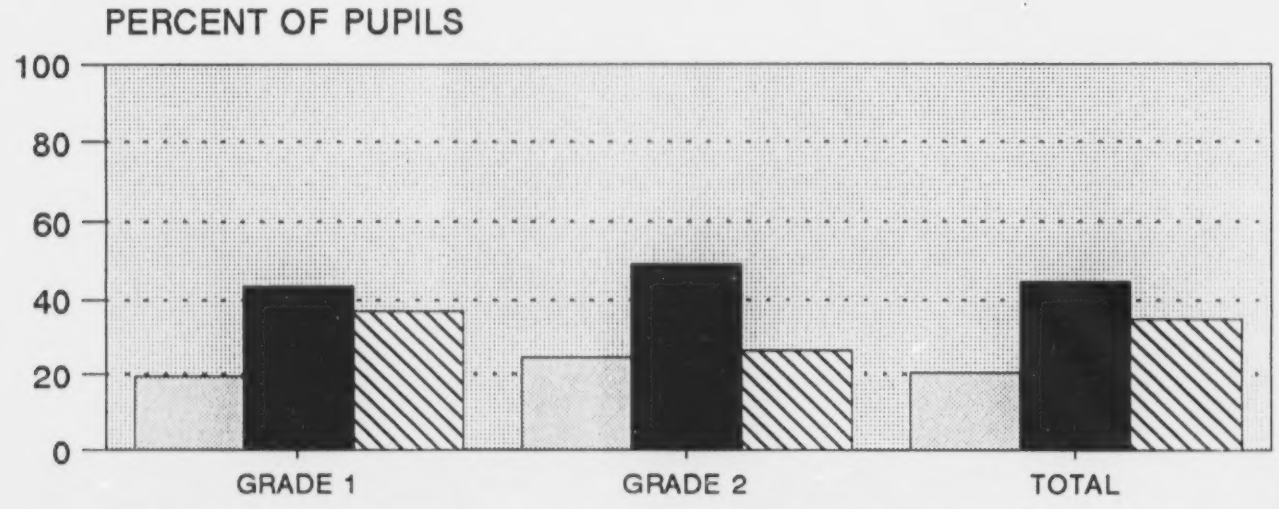
	GRADE 1	GRADE 2	TOTAL
DISCONTINUED	359	120	479
% DISCONTINUED	19.5	24.5	20.5
NOT DISC(50% ATD)	801	241	1042
% NOT DISC(50% ATD)	43.5	49.2	44.7
OTHERS	682	129	811
% OTHERS	37	26.3	34.8
TOTAL	1842	490	2332

FIGURE 8

eldiscfr

EARLY LITERACY PROGRAM 1994-95

PERCENTS OF ALL PUPILS SERVED BY DISCONTINUED STATUS



	GRADE 1	GRADE 2	TOTAL
DISCONTINUED	359	120	479
% DISCONTINUED	19.5	24.5	20.5
NOT DISC(50% ATD)	801	241	1,042
% NOT DISC(50% ATD)	43.5	49.2	44.7
OTHERS	682	129	811
% OTHERS	37	26.3	34.8
TOTAL	1,842	490	2,332

FIGURE 9

Elementary and Secondary Education Act - Chapter 1/
Disadvantaged Pupil Program Fund
Final Evaluation Report
1994-95

Early Literacy Reading Program

Desired Outcome 1 Results

- Desired Outcome 1: At least 50 percent of the pupils who attended the program at least 50 percent of the treatment period or were discontinued will display evidence of each strategic processing behavior at least once during the treatment period when reading appropriate instructional text to the satisfaction of the Chapter 1 teacher.

- The following chart (Figure 10) presents the analysis of the number and percent of pupils in the treatment group who met the performance criterion for Desired Outcome 1. The chart indicates the grade, number of pupils in the treatment group, number of pupils meeting the performance criterion, and the percent of pupils meeting the performance criterion.

- Summary statements for pupils served in the Early Literacy program:

  > Of the 2332 pupils served, 1521 (65.2%) met a criterion to be included in the treatment group.
  > Of the 1160 grade 1 treatment group pupils, 869 (74.9%) met the performance criterion for Desired Outcome 1.
  > Of the 361 grade 2 treatment group pupils, 307 (85.0%) met the performance criterion for Desired Outcome 1.
  > Of the 1521 total treatment group pupils, 1176 (77.3%) met the performance criteria for Desired Outcome 1 indicating the desired outcome was achieved.

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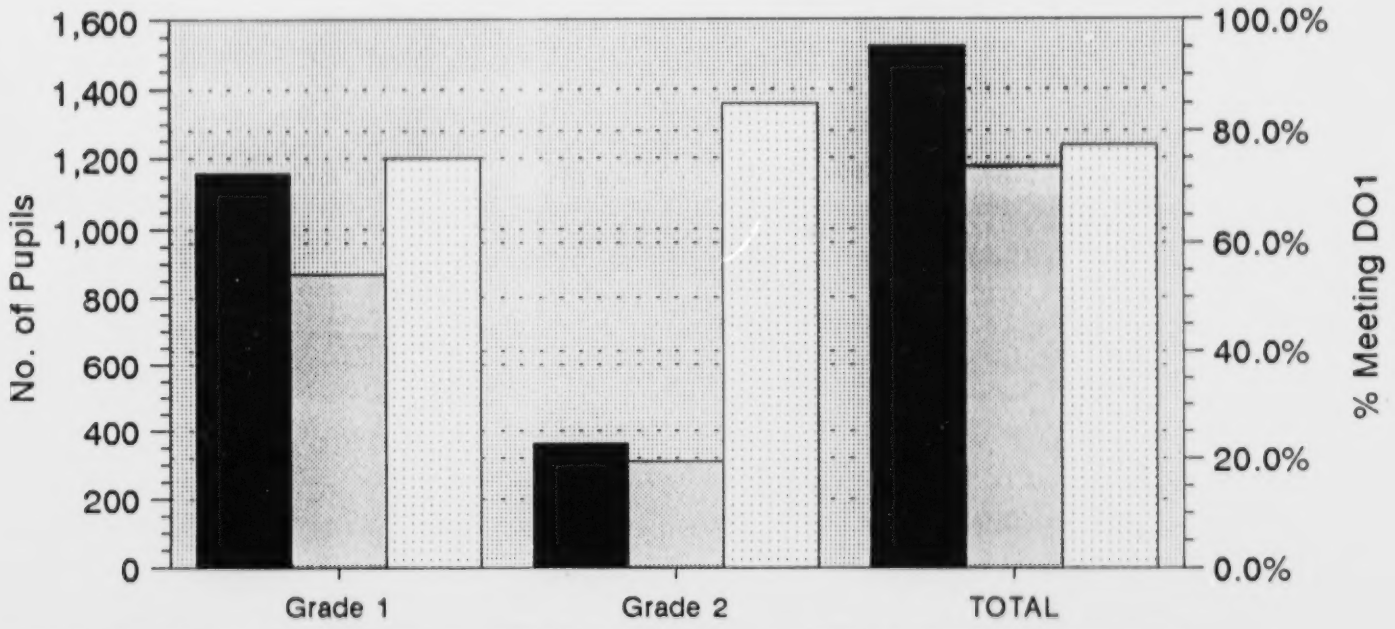
EARLY LITERACY PROGRAM 1994-95

Desired Outcome 1: Strategic Processing

Number and Percent of Pupils Who Met Criterion by Grade Level



	Grade 1	Grade 2	TOTAL
No. in Treatment DO1	1,160	361	1,521
No. Meeting DO1	869	307	1,176
% Meeting DO1	74.9%	85.0%	77.3%

FIGURE 10

Of the 2332 total pupils served, 1521 (65.2%) met a criterion of be included in the treatment group.

eldesot1

Elementary and Secondary Education Act - Chapter 1/
Disadvantaged Pupil Program Fund
Final Evaluation Report
1994-95

Early Literacy Reading Program

Desired Outcome 2 Results

- Desired Outcome 2: At least 75 percent of the pupils who attended the program at least 50 percent of the treatment period or were discontinued will demonstrate satisfactory progress in the regular classroom as demonstrated by promotion to the next grade level.

- The following chart (Figure 11) presents the analysis of the number and percent of pupils in the treatment group who met the performance criterion for Desired Outcome 2. The chart indicates the grade, number of pupils in the treatment group, number of pupils meeting the performance criterion, and the percent of pupils meeting the performance criterion.

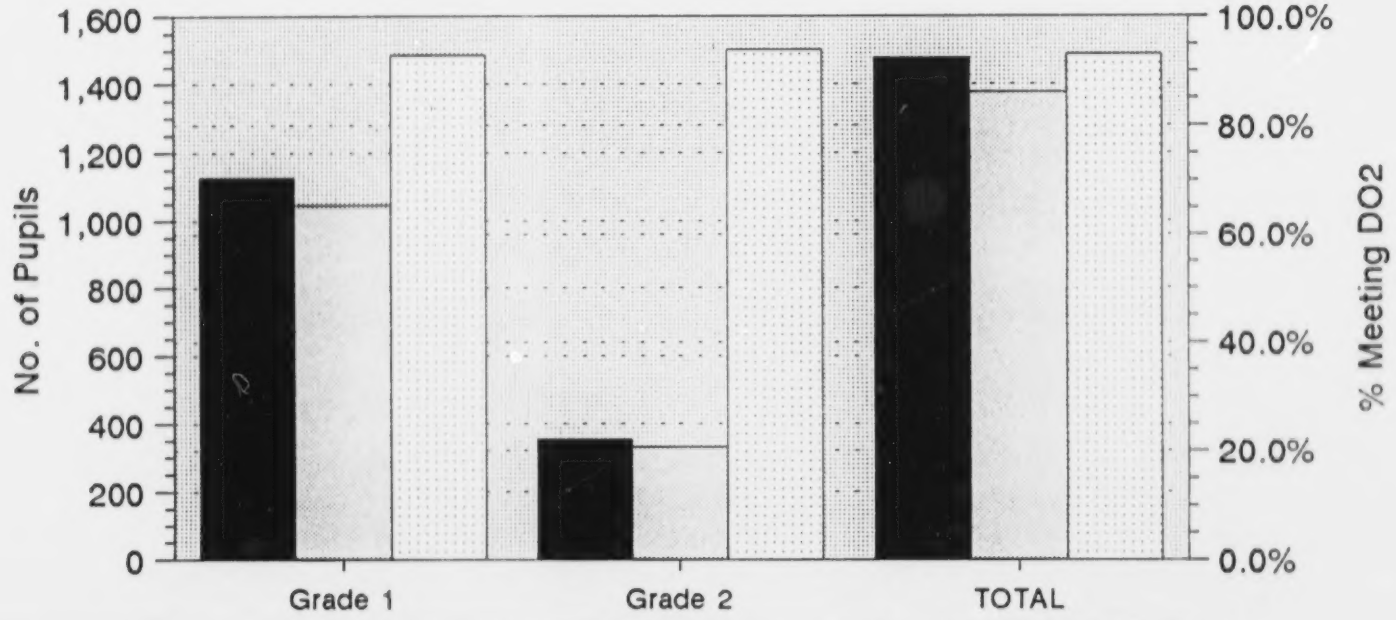
- Summary statements for pupils served in the Early Literacy program:

  > Of the 2332 pupils served, 1479 (63.4%) met a criterion to be included in the treatment group.
  > Of the 1127 grade 1 treatment group pupils, 1046 (92.8%) met the performance criterion for Desired Outcome 2.
  > Of the 352 grade 2 treatment group pupils, 330 (93.8%) met the performance criterion for Desired Outcome 2.
  > Of the 1479 total treatment group pupils, 1376 (93.0%) met the performance criteria for Desired Outcome 2 indicating the desired outcome was achieved.

EARLY LITERACY PROGRAM 1994-95

Desired Outcome 2: Promoted

Number and Percent of Pupils Who Met Criterion by Grade Level



	Grade 1	Grade 2	TOTAL
No. in Treatment DO2	1,127	352	1,479
No. Meeting DO2	1,046	330	1,376
% Meeting DO2	92.8%	93.8%	93.0%

FIGURE 11

Of the 2332 total pupils served, 1479 (63.4%) met a criterion to be included in the treatment group.

eldesot2

Elementary and Secondary Education Act - Chapter 1/
Disadvantaged Pupil Program Fund
Final Evaluation Report
1994-95

Early Literacy Reading Program

Desired Outcome 3 Results

- Desired Outcome 3: Of the grade 1 pupils who were discontinued or attended the program at least 50 percent of the treatment period at least 50 percent of the pupils will read at least five books at text reading level 8 or above as certified by the Chapter 1 teacher. At least 50 percent of the pupils in grade 2 who attended the program at least 50 percent of the treatment period and were not discontinued will independently read throughout the treatment period a minimum of ten books as certified by the Chapter 1 teacher.

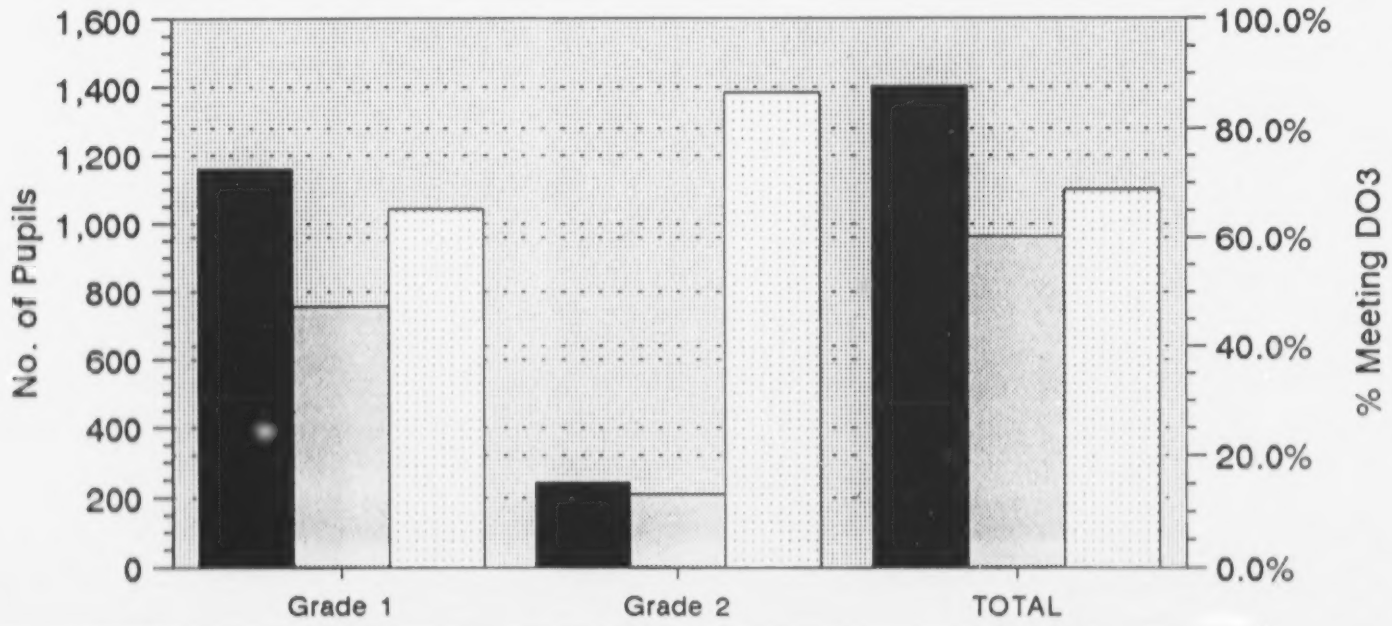
- The following chart (Figure 12) presents the analysis of the number and percent of pupils in the treatment group who met the performance criterion for Desired Outcome 3. The chart indicates the grade, number of pupils in the treatment group, number of pupils meeting the performance criterion, and the percent of pupils meeting the performance criterion.

- Summary statements for pupils served in the Early Literacy program:

  > Of the 2332 pupils served, 1401 (60.1%) met a criterion to be included in the treatment group.
  > Of the 1160 grade 1 treatment group pupils, 755 (65.1%) met the performance criterion for Desired Outcome 3.
  > Of the 241 grade 2 treatment group pupils, 208 (86.3%) met the performance criterion for Desired Outcome 3.
  > Of the 1401 total treatment group pupils, 963 (68.7%) met the performance criteria for Desired Outcome 3 indicating the desired outcome was achieved.

EARLY LITERACY PROGRAM 1994-95

Desired Outcome 3: Read a Given Number of Certified Books
Number and Percent of Pupils Who Met Criterion by Grade Level



	Grade 1	Grade 2	TOTAL
No. in Treatment DO3	1,160	241	1,401
No. Meeting DO 3	755	208	963
% Meeting DO 3	65.1%	86.3%	68.7%

FIGURE 12

Of the 2332 pupils served, 1401 (60.1%) met a criterion to be included in the treatment group.

eldesot3

Elementary and Secondary Education Act - Chapter 1/
Disadvantaged Pupil Program Fund
Final Evaluation Report
1994-95

Early Literacy Reading Program

Standardized Test Results

- Federal and State guidelines require that aggregate test data be reported for grades 2 and above for individual buildings for Total Reading and Reading Comprehension. In order to be included in the evaluation sample for standardized test results a grade 2 pupil had to attend at least 50% of the treatment period and have both a pretest (spring 1994) and a posttest (spring 1995). For grade 1, pretesting did not occur but posttesting did. Therefore, no Total Reading or Reading Comprehension pretest-posttest change scores could be determined for grade 1 pupils. The minimum acceptable aggregate scores at the building level, as required by Federal and State guidelines, are as follows:
  - > A minimum aggregate average gain at the building level of 2.0 NCEs in Basic Skills (Total Reading).
  - > A minimum aggregate average gain at the building level of 2.0 NCEs in Advanced Skills (Reading Comprehension).

- The following charts (Figures 13 and 14) present standardized test results for grade 2 pupils served by the Early Literacy program.
  - > In Basic Skills (Total Reading), 77.6% (204) of the 263 evaluation sample pupils had an NCE gain of 2.0 or more.

- In Basic Skills (Total Reading), discontinued pupils (88) showed greater improvement than did not discontinued pupils (175), with 80.7% (71) gaining more than 2.0 NCEs, compared to 76.0% (133) for not discontinued pupils.
- In Advanced Skills (Reading Comprehension), 81.6% (226) of the 277 evaluation sample pupils had an NCE gain of 2.0 or more.
- In Advanced Skills (Reading Comprehension), discontinued pupils (88) showed greater improvement than did not discontinued pupils (189), with 83.0% (73) gaining more than 2.0 NCEs, compared to 81.0% (153) for not discontinued pupils.
- In Basic Skills (Total Reading), the average gain for the 263 evaluation sample pupils was 10.39 NCEs.
- In Basic Skills (Total Reading), discontinued pupils (88) had an average gain of 11.60 NCEs and not discontinued pupils (175) had an average gain of 9.79 NCEs.
- In Advanced Skills (Reading Comprehension), the average gain for the 277 evaluation sample pupils was 15.97 NCEs.
- In Advanced Skills (Reading Comprehension), discontinued pupils (88) had an average gain of 19.87 NCEs and not discontinued pupils (189) had an average gain of 14.15 NCEs.

EARLY LITERACY PROGRAM 1994-95

Basic (Total Reading) and Advanced (Reading Comprehension) NCE Improvement Gain for Grade 2

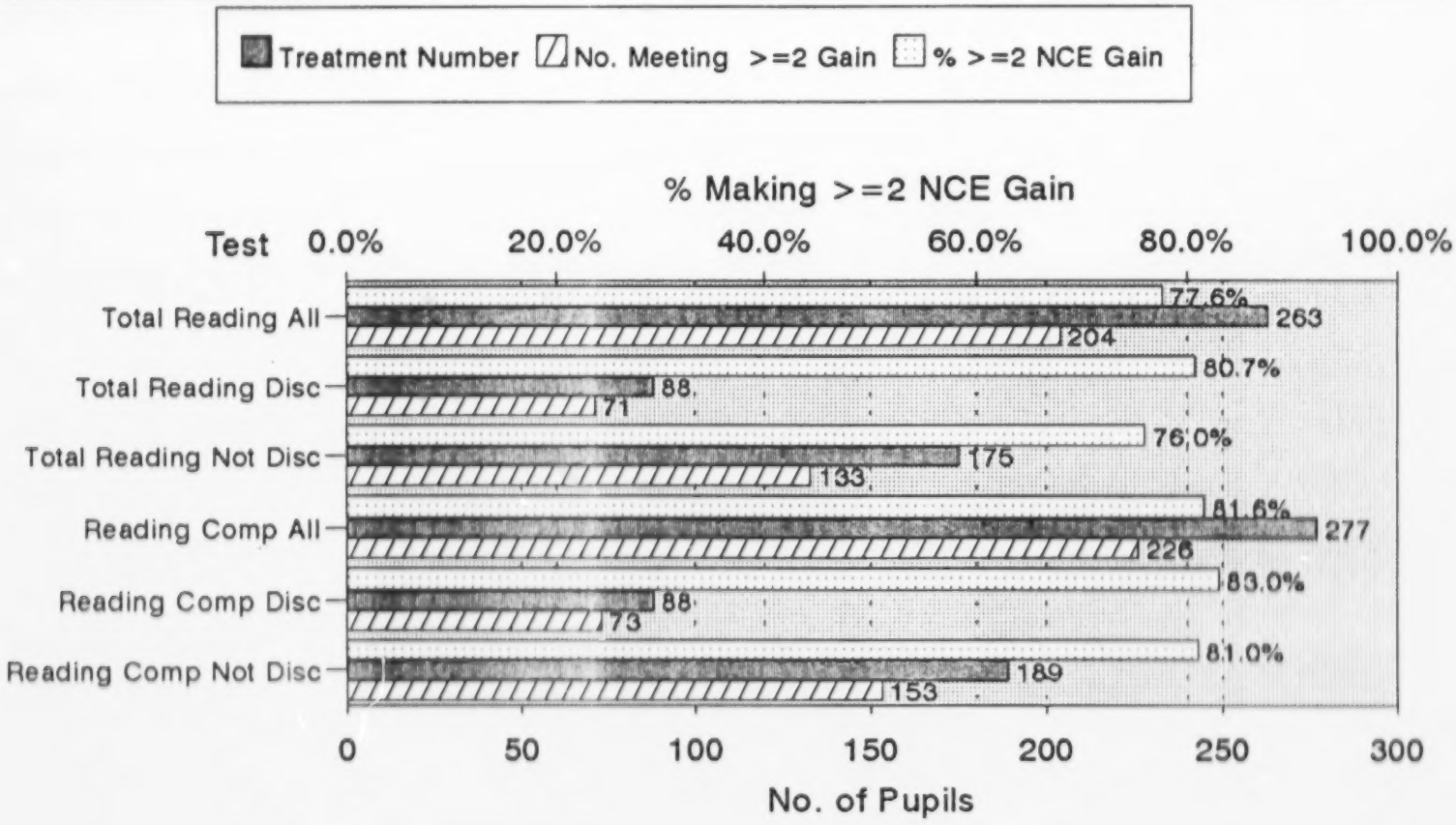


FIGURE 13

All (All Evaluation Sample Pupils); Disc (Discontinued Pupils in Evaluation Sample); Not Disc (Not Discontinued Pupils in Evaluation Sample).

EARLY LITERACY PROGRAM 1994-95

Basic (Total Reading) and Advanced (Reading Comprehension) NCE Change Scores for Grade 2

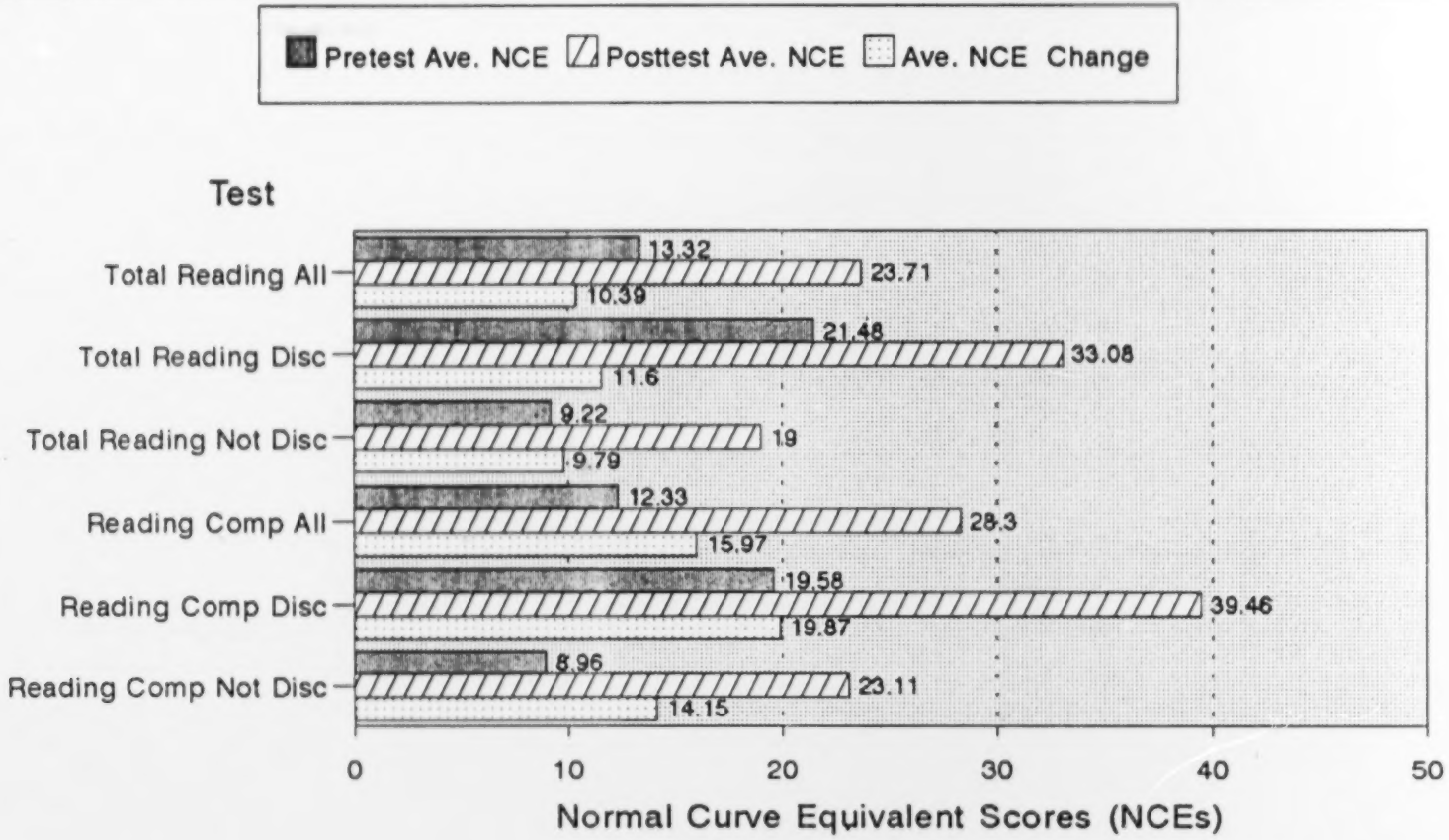


FIGURE 14

All (All Evaluation Sample Pupils); Disc (Discontinued Pupils in Evaluation Sample); Not Disc (Not Discontinued Pupils in Evaluation Sample).

Elementary and Secondary Education Act - Chapter 1/
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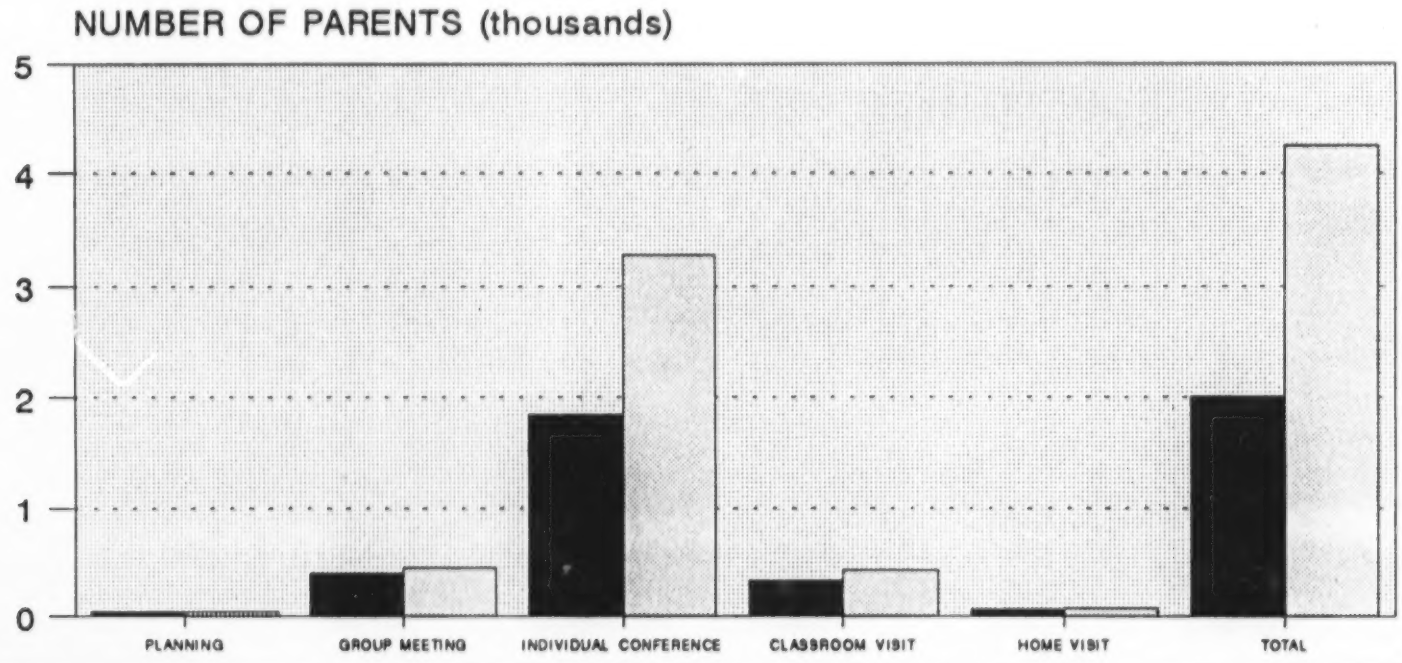
Early Literacy Reading Program

Parent Involvement Information

- Records of parent contacts and activities were maintained by program teachers. The following chart (Figure 15) presents parent involvement information for all pupils served by the Early Literacy program.
  - > A total of 2014 different individuals (parents, guardians) were involved with the Early Literacy program.
  - > Individuals involved in conferences (1847) accounted for the greatest number of persons involved with the program.
  - > The smallest number of individuals were involved with planning (35) and home visits (62).
  - > A total of 4249 contacts were made with the 2014 individuals involved with the Early Literacy program.
  - > Contacts involving individual conferences (3281) accounted for the greatest number of contacts with the program.
  - > The smallest number of contacts with the program included planning (40) and home visits (73).

EARLY LITERACY PROGRAM 1994-95

PARENT INVOLVEMENT FOR ALL PUPILS SERVED BY TYPE OF ACTIVITY



	PLANNING	GROUP MEETING	INDIVIDUAL CONFERENCE	CLASSROOM VISIT	HOME VISIT	TOTAL
INDIVIDUALS ■	35	388	1,847	325	62	2,014
CONTACTS □	40	436	3,281	419	73	4,249

FIGURE 15

Total individuals is not additive across all activities as each individual may be involved in more than one activity.